



Issue 42 2002



Observation & Assessment of Children

*With Child Care Connections
~ A newsletter within a newsletter*

The Hand of Assessment

.....



Each digit on this hand serves a purpose in making a complete picture of a child's growth and development.

This works best when the whole hand is extended toward the child.

The alternative is a clenched fist-
which, as we all know, can't hold anything,
let alone grasp a child's hand.

-Lita Kate Haddal



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You Are The Storyteller

The forest floor was dry after the dampness of spring had at last heated into early summer. A light froth of green now covered the bushes hazing the view through the trees. Voices murmured in rhythm to the breeze between the birches, the quaking aspens, the white oak and the black walnuts. Nature conversed serenely in the air high above, in the branches of the full-grown trees, while far below, the conversation taking place was the rustling chatter of the youngster plants. As though mirroring nature and its generations, the family of humans carried on multiple levels of action as they reunited at their cabin in the woods. Adults conversed and planned their work together. Children engaged in solo and small group play. And dogs ran like long-separated cousins, exuberant at being together and unattended. A loose veil of supervision and relaxed control held the scene in check.



A toddler sat in the prickly grass, practicing getting up on her own and walking on the uneven surface surrounding the cabin. Leaves and sticks, long grass and bushes were natural barriers to her wandering far and kept her returning to the cleared spaces in which the adults were gathered. At the edge of the cabin clearing stretched a pattern of paths through the woods that the three dogs had discovered. They ran gleefully through these, into the deeper forest and back to the clearing, panting and sniffing and wagging their tails in hearty arcs. The toddler measured less than eye level with any of them and just about tail level with all of them. More than once, she shut her eyes and steadied herself to withstand the effect of the wagging tails.

Finding her own way to the path into the woods, the toddler began a successful journey on nature's carpeting, concentrating on keeping her footing and balance and independence. Her compass was pointing her forward. Just then, a dog came up behind her, whooshing past her, grazing her as he passed, and threatening to topple her balancing act. She resiliently steadied herself, but did not resume her mission. She stood completely still, waiting. In a moment, a second dog burst through the bushes behind her, flew past her on the path they shared and disappeared in the foliage beyond. Again she held her ground without falling. Again she waited. A few heartbeats later, the third dog panted down the path, rushing after his playmates and past the

toddler. Immediately after he passed, she resumed her walk on sturdy legs, a confident explorer.

Although yet unable to speak the language shared by adults, the toddler was communicating much to the observer. Perhaps the most interesting thing revealed was that this child demonstrated clearly that she could count to three. She had experienced three dogs running together, and although not afraid of them, she knew they were a package of complications. Where one was, two followed.

Though unseen, the existence of the whole, if a part appeared, was predicted in her behavior.

To the knowledgeable observer, such observations are exciting. These sightings of growth and development are constantly around us when caring for children. But we need to take time to watch and notice

(observation). We need to know what to look for and how to express it in ways that others can understand (assessment). Somehow, we need to capture the moments when growth is verified (documentation) so that we can revisit the memory. When we share the memory, we celebrate (communication)! We compare with the previous verified moment and plan for the next one (evaluation). We laugh at the change, we cry at the mistakes and go on (adjustment).

This is the story of assessment. It is the story of life. And as a caregiver, you are the storyteller.

-Lita Kate Haddal, editor.

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News & Views

A Tribute To Zac

A letter from his grandmother

With all the demands on your time and energy focusing on children and family needs, your own family needs, child care policies, ways to keep children safe, increase the quality in programs and finding the needed funds to relieve the trillema of quality, compensation and affordability, I am hopeful that my concern which directly affects infants and young children will become your concern.

Pediatric Organ donation is a subject that is near and dear to my heart. I have been in the field of early childhood education for nearly 25 years and have always had a sticker on my license signifying that I am a potential organ donor but I had never given pediatric organ donation more than a passing thought. Because of life circumstances, I am now greatly aware of and disturbed by the critical pediatric organ shortage. I have become a strong advocate for donor awareness. In the year 2000, pediatric organ donation became a major issue in my personal life.

Our first grandson, Zachary, was born on January 31, 2000 with a rare, severe liver disorder called biliary atresia. We were told Zac needed a liver transplant in order to survive. In addition to Zac's liver disorder, there was numerous other health concerns that he faced. Tragically, our little buddy Zac passed away only a short 5½ months after his birth. His transplant was not to be. Zac touched many lives in his short stay with us here on earth.

As a tribute to Zac, we, his family, would like to do everything in our power to help promote donor awareness and encourage others to do the same. In our life journey this past year, our family met many other children and families in need of the gift of life. On our journey, we were blessed to meet Tiffany, born only a day after Zac on February 1, 2000. She, too, was in need of the gift of life. Thankfully, Tiffany received her 4-organ transplant on February 25, 2001 and continues to do well today.

My purpose in sharing my story is to honor the memory of our little buddy Zac by encouraging you to consider promoting donor awareness especially pediatric donor awareness. With the lack of pediatric organ donations comes a dire need to educate the public about organ donations.

Sadly, many children and infants will die in the coming year due to accidents and injuries. The time to educate about pediatric organ donation is before tragedy strikes. With prior education, there is a much better chance that the sad and unfortunate death of one child can become the gift of sight, the breath of life, the beating of a heart for another child or for several children.



According to United Network for Organ Sharing (UNOS), the single greatest obstacle to increasing the number of patients who receive life-saving transplants is the scarcity of available organ donations. The only way to increase organ donations is to educate the public and medical professionals about the importance of becoming an organ donor. The numbers speak for themselves. Based on December 31, 2000 data 79,346 registrations were on the waiting list at the end of 2000. In the year 2000, 5,597 people died waiting for organs, many of those who died while waiting for transplants were children.

At first glance, it may appear that pediatric organ donation and child care have little in common other than involving infants and young children. If one looks a bit further, a distinct connection can be made between the two. The purpose of child care licensing nation wide was to prevent harm and insure minimum standards of care during the

News & Views

early childhood years. In this same vein, it is well known that pediatric organ transplants prevent harm by saving lives and by increasing the quality of life for children.

I propose that providers help in the crusade to increase the awareness of pediatric organ donation.

What better place to spread the word about the need for pediatric organ donors than child care centers with their far-reaching connections? Call and ask for:

- ◆ Bumper stickers,
- ◆ Brochures,
- ◆ Information sheets

to add to your parent information packets and distribute to your childcare families.

For further information in Wisconsin, call the Southeastern Wisconsin Coalition on Organ Donation at 1-800-432-5405. Outside of Southeastern Wisconsin call the University of Wisconsin Organ Procurement at 1-608-265-0356 or the National Coalition on Organ Donation at 1-800-355-SHARE (74273) or visit their website at www.shareyourlife.org. We can take a huge step forward in increasing organ donor awareness.

I can think of no better way to honor our sweet grandson Zac and give his brief life greater meaning than being instrumental in promoting donor awareness in child care and encouraging the gift of life. It seems to me that spreading the word would be a relatively inexpensive endeavor and one that has great potential for saving lives if we all work together toward the common goal of awareness. I am hopeful that you will consider my suggestion for increasing pediatric donor awareness and act on it. If you need further information, please feel free to contact me at any time.

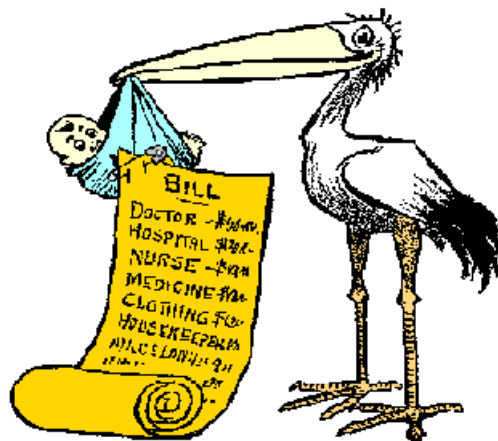
Sincerely,
Donna Beals
705 High St.
Clinton, WI
53525-9770
Phone 608-676-4146



Tax Credits for Employers

by Jane Penner-Hoppe, Director
WI Child Care Resource & Referral Network

Did you know that there is a new benefit for employers who assist their employees with child care needs?



United States Senator Herb Kohl of Wisconsin was the author of legislation that provides tax breaks for businesses that offer child care benefits for their employees. These benefits include a 25% tax credit to businesses for the acquisition, expansion or repair of an on-site or near site child care center.

The benefit is also extended to employers who are part of a consortium of businesses joining together to develop a child care center or to purchase child care slots, and for support of a company's training and continuing education costs for child care workers.

A 10% tax break is given to employers who contract with a child care resource and referral (CCR&R) agency for providing services to their employees. These services can include parent seminars about child care, work and family issues, a child care market profile, an assessment of employee child care needs, information on quality child care selection and other services. The benefit took effect January 1, 2002.

For more information, you can contact your local CCR&R at 1-888-713-KIDS.

WANT MORE MONEY IN YOUR POCKET?

If you're eligible, you can get money just by mailing in a form.

- If you didn't have a child living with you, but you are between the ages of 25 and 65 and earned less than \$10,710, you are probably eligible for a smaller credit.

KID'S NEWS

From U. S. Consumer Product Safety Commission

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### **Report Finds Soft Bedding a Factor in Playpen Deaths - 2001**

The U. S. Consumer Product Safety Commission (CPSC) released a report in July 2001 on deaths in playpens. The study noted that since 1988, more than 200 babies have died in playpens. In half of those deaths, soft bedding or improper or extra mattresses were present in the playpen and the babies died of suffocation or Sudden Infant Death syndrome (SIDS). More than 70 percent of these deaths were to babies less than 12 months old. Twenty-six of the playpen deaths occurred in a daycare setting.

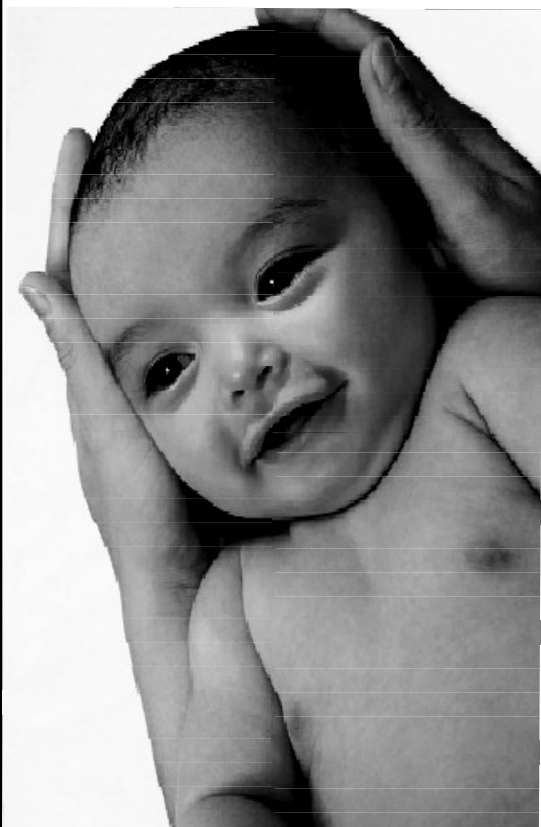
For years, CPSC has warned about the dangers of soft bedding such as quilts, comforters and pillows in cribs. This study shows, for the first time, that the same dangers exist when using soft bedding in playpens. Soft bedding can become molded around an infant's face and cause suffocation. As many as one third of baby deaths attributed to SIDS, in fact, may have been suffocation in soft bedding.

To encourage caregivers and parents to remove all soft bedding from their children's cribs and playpens, we have enclosed in this newsletter a poster entitled "The Only Soft Touch Your Baby Needs is YOU!" For childcare providers we ask that you to hang this poster in your daycare as a reminder to your parents. For the librarians receiving this newsletter, we ask that you display this poster in the children's section of your library to alert all parents.

#### **To prevent deaths or injuries to children in playpens, parents and caregivers should take these precautions:**

- ✓ Before using a playpen, make sure it has not been recalled. Contact CPSC at 1-800-638-2772 or check the recalls section of CPSC's web site located at: [www.cpsc.gov](http://www.cpsc.gov)
- ✓ Always put a baby down to sleep on his back in a playpen or crib with no soft bedding, such as quilts, comforters and pillows. This can help reduce the risk of SIDS and prevent suffocation.
- ✓ Use only the mattress provided by the manufacturer. Do not add additional mattresses in playpens. Children can suffocate in the spaces formed between mattresses or from ill-fitting mattresses.
- ✓ Check that the playpen is in good shape. Using a modified or improperly repaired unit can create hazards.
- ✓ Make sure the top rails of the unit lock into place automatically. More than 1 million older playpens with top rails that had to be manually rotated into a locked position have been recalled.
- ✓ Do not use playpens with catch points, such as protruding hardware. More than 9 million older units with protruding hardware have been recalled.
- ✓ If using a mesh-sided playpen, make sure the mesh is less than 1/4 inch in size and that it is attached securely. This will help prevent strangulation.

For more information on playground safety, contact CPSC at (800) 638-2772 or visit their website: [www.cpsc.gov](http://www.cpsc.gov).



**SUDDEN INFANT  
DEATH SYNDROME and  
THE CHILD CARE PROVIDER**



**Frequently Asked Questions About SIDS**

**Q: What Is SIDS?**

**A:** Sudden Infant Death Syndrome (SIDS) is the “sudden death of an infant under one year of age which remains unexplained after a thorough case investigation, including performance of a complete autopsy, examination of the death scene, and review of the clinical history.”

SIDS is sometimes referred to as “crib death.” However, cribs with safe bedding that follow the U.S. Consumer Product Safety Commission’s recommendations are the *safest* places for an infant to sleep.

**Q: How Often Does SIDS Happen?**

**A:** Approximately 77 of every 100,000 babies born alive in the U.S. die of SIDS. The rate of SIDS varies from state to state. Contact the SIDS organization in your state to find out the rate in your area.

**Q: What Causes SIDS?**

**A:** The causes of SIDS are unknown at this time. However, research has identified a number of factors that indicate an increased risk of SIDS. This information has helped health professionals to develop SIDS risk reduction campaigns. The incidence of SIDS in the U.S. has dropped by 38% since 1992, when the risk reduction campaigns began.



## More Questions About SIDS . . .

**Q: Why Do I Need To Know About SIDS?**

**A:** Sudden Infant Death Syndrome (SIDS), or “crib death,” is one of the leading causes of infant death, accounting for nearly 3,000 deaths annually in the United States. Recent research suggests that 20% of SIDS deaths throughout the country occur when infants are in the care of someone other than their parents. Fourteen percent (14%) of deaths in the study occurred while the babies were in child care centers or family child care homes. Each year more women are joining the workforce and requiring child care. Therefore, this may increase the number of SIDS deaths occurring in child care settings.

In addition, child care providers who do not follow current recommendations for infant sleep position and bedding may be at risk for legal action if an infant dies of SIDS while in their care. The purpose of this fact sheet is to educate child care providers about SIDS and its risk factors, as well as to encourage providers to utilize resources offered by the National SIDS and Infant Death Program Support Center.



**Q: What Can We Do To Decrease The Risk?**

**A:** You should know and practice the simple “Tips for Reducing the Risk of SIDS” listed in this brochure. These risk reduction strategies are recommended by the U.S. Consumer Product Safety Commission, American Academy of Pediatrics, National Institute of Child Health and Human Development, Association of SIDS and Infant Mortality Programs, and Sudden Infant Death Syndrome Alliance.

**Q: When SIDS Happens, Is There Always A Police Investigaton?**

**A:** Whenever there is an unexplained death, the law requires that an investigation be conducted to find out the cause. Several people may ask you for the same information. In addition to the police, your licensing and insurance agencies may also conduct investigations. These investigations may be hard for you and for others close to the child. Try to remember, however, that investigations serve three purposes:

- They help determine the cause of the baby's death;
- They help us learn more about SIDS and other causes of infant death; and
- They confirm that no one is to blame for the baby's death.



**Q: Is There Anything Else We Can Do?**

**A:** SIDS is unpredictable. Although we can take steps to reduce the risk, at present, there is no way to absolutely prevent SIDS. However, it is important that you (and your staff) know about SIDS and risk reduction. The best way to prepare is to:

- Identify your local SIDS program and add them to your list of important phone numbers.
- Take advantage of educational programs on risk reduction and emergency procedures (your local SIDS program may be able to provide training).
- Learn and/or maintain up-to-date certification in infant CPR and first aid.
  - Discuss infant sleep position with all parents.
  - Develop policies to address infant sleep position.
  - Conduct practice drills on emergency procedures for an unresponsive infant.
  - Contact the National SIDS & Infant Death Program Support Center or your local SIDS organization for additional information and materials.

- ***Always*** place the baby on his back to sleep. If he falls asleep while playing on his stomach, turn him over on his back to continue his rest.
- Place the baby on a firm mattress and remove all pillows, quilts, comforters, bumper pads, sheepskins, stuffed toys, and other soft items from the crib.
- Do not place the baby to sleep on a waterbed, sofa or chair, soft mattress, sleeping bag, pillow, or any other soft surface.
- Do not allow babies to share a crib, even if they are siblings or twins.
- Ask the parents to provide a sleeper garment. Dress the baby in it for sleep ***instead*** of covering him with a blanket or comforter.
- If you must use a blanket: (1) place the baby with his feet at the foot of the crib, (2) bring a thin blanket up only as far as his chest, and (3) tuck the blanket firmly under the crib mattress.
- Make sure that the baby's head stays ***uncovered*** while he sleeps.
- Do not let babies sleep in a room where smoking is allowed (even if no one smokes while the babies are in the room).
- Make the families you serve aware of the steps you take to reduce the risk of SIDS while caring for their children.

This fact sheet was created by the Infant Mortality Risk Reduction Work Team of the National SIDS & Infant Death Program Support Center (NSIDPSC).

You may copy or adapt it as long as you properly credit the source. For additional materials or multiple copies of this fact sheet, please contact us at 1-800-638-SIDS (7437) or visit our website at [www.sids-id-psc.org](http://www.sids-id-psc.org).

The NSIDPSC is a cooperative project of the SIDS Alliance, Inc. and the Health Resources & Services Administration's (HRSA) Maternal and Child Health Bureau (MCHB) Sudden Infant Death Syndrome/Infant Death Program.

## Preparation for Observation



*Before and during observation of children, caregivers and teachers need to inform themselves of the developmental milestones to be looking for and behaviors that are significant.*

1. **A profile of every child.** Scholastic Early Childhood Today, August/September 1996. This excellent article collection is so easy to read it makes assessment understandable by giving step-by-step tips for each portion of assessment.  
**Observation: Watching children in action.** Lilian G. Katz.  
**Documentation: Displaying children's learning.** Sylvia Chard.  
**Portfolios: Collecting children's work.** Celia Genishi.  
**Communication: Involving children and families.** Celia Genishi.
2. **Staff workshop: Fine-tuning your assessment skills.** Sara Wilford. Scholastic Early Childhood Today, April 1997. All staff are not trained to assess. This series of one-page, easy-to-read articles can be the basis for a staff orientation on observing and documenting children's behavior. Also included:  
**Getting the most from assessment.** Judy Harris Helm.  
**Coaching teachers in assessment.** Brenda Steele.  
**The three-pronged approach to assessment.** Debra Cundiff-Smith.
3. **Maurice Sykes on assessment.** Scholastic Early Childhood Today, August/September 1996. "Dynamic assessment does not rely on one piece of information." This interview clarifies definitions of terms connected with assessment and its purpose. Sykes makes the point that assessment is not just an end-of-the-year activity, but must be ongoing and involve children's self-reflections.
4. **Building blocks for baby brain power.** March of Dimes brochure. A baby's brain develops very rapidly from the beginning of pregnancy to three years of age. The experiences that babies have in the first few years of life determine how they learn. This brochure tells the reader how to make a difference to a baby by comforting, touching, smiling, speaking to, and protecting a baby.
5. **Attunement: Reading the rhythms of the child.** Bruce D. Perry. Scholastic Early Childhood Today, October 2000. When asked why she loved school, a four-year-old replied, "My teacher can hear me thinking. She knows when I want to paint and then she lets me." Observing children will help in classroom management because the messages a child is sending out are being read and responded to.
6. **Learning through art.** Sylvia Feinburg. Scholastic Early Childhood Today, October 1993. Examples of a child's artwork are essential to an assessment portfolio. Nurturing an atmosphere in your center that will produce children's art is important to gathering evidence of their development. This article has lots of ideas with photos to inspire you. Most important, it gives the observer clues to look for in children's artwork when assessing the stage of development a child is at.
7. **Analysis of preschool children's equipment choices and play behaviors in outdoor environments.** Hyung-Jeong Ihn. Early Childhood News, July/ August 1998. Children's choices of play themes and equipment can tell us much about their feelings, motivations, and stages of development. Knowing how boys and girls choose differently can help in interpreting play observations.



## Observation



*The first step in assessment is watching children's behavior and what else has been going on before and during significant episodes.*

8. **Building relationships with families: The power of observation.** Amy Dombro, Judy Jablon, & Margo Dichtelmiller. Child Care Information Exchange, September 2000. The authors define observing as "watching to learn". To learn about the child, we need to also know the family. There is a domino effect at work when one observes children. Watching children helps us tune in to them; they notice and respond positively. We appreciate that and warm to them. Parents notice and everybody thrives!

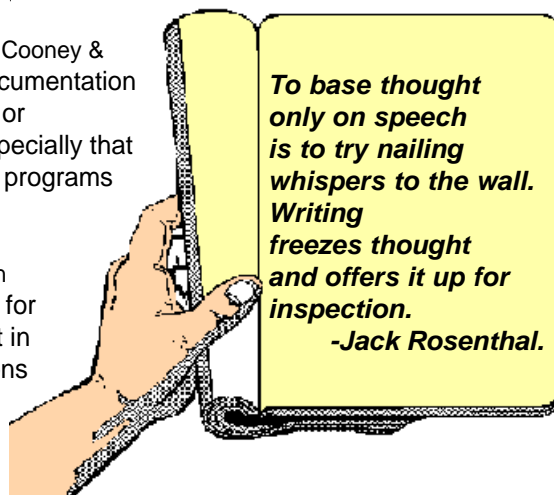
- .....
9. **Barbara Bowman on observing children's learning styles.** Scholastic Early Childhood Today, February/March 2002. This short article shares the wisdom of a recognized early childhood educator on how to regard our observations and gather information that will be sure to complete the picture of the child.
  10. **Observing and recording growth & change: Using technology as an assessment tool.** Bonnie Blagojevic with Abigail Garthwait. Scholastic Early Childhood Today, May/June 2001. This article will help those who fear beginning the paperwork of assessment and those who are looking for more ways to confirm what has been recorded in observations. By using film, video- and audio tapes to capture children's behavior, one is able to revisit a scene for closer examination. Practicing with the equipment will improve results and help children get used to being photographed and taped, thereby ensuring as natural behaviors as possible. Remember to get permission from parents to photograph their children.
  11. **Shaken baby syndrome: What caregivers need to know.** Paula Wiggins. Texas Child Care, Spring 2000. Caregivers need to do quick visual assessments of a child's health daily, as they arrive in their care. Physical and emotional changes may indicate reasons to be alarmed and the need for medical help. It is important to recognize when a child has been a victim of shaking or abuse. This article lists signs of shaken baby syndrome to help you in that assessment.

### **Documentation tools and formats**



*Collecting samples of children's work is known as a portfolio assessment. It is important to know what is worth collecting as an example of a child's typical development and how to interpret it for parents. Skill checklists, diaries, recordings and photos are other ways to document your observations.*

12. **Assessing young children: What's old, what's new, and where are we headed?** Susan Bowers. Early Childhood News, May/ June 2000. This article is a clarification of assessment "in a nutshell" and a good core piece for understanding the whole assessment picture.
13. **What should I put in my portfolio? Supporting young children's goals and evaluations.** Ellen F. Potter. Childhood Education, Summer 1999. A child's self-assessment correlates with his/her self-esteem. The goals children set for themselves are often not expressed, however, when they are not accomplished, children equate that with intellectual or moral failure. Looking at effort and improvement, rather than outcome or product quality, is important in assessment. Helping children embrace this philosophy is important as they participate in the assessment process.
14. **Documentation: Making assessment visible.** Margaret H. Cooney & Michelle Buchanan. Young Exceptional Children, Spring 2001. Documentation means making a record; here that is defined as videotaping or photographing children. By studying our documentation, especially that of children with special needs, we can create child-centered programs for all children.
15. **Making learning visible.** Margie Carter. Child Care Information Exchange, July 1999. This expert observer outlines strategies for waking up parents and staff to the learning taking place right in front of their eyes. Telling the stories of children's explorations in lively, engaging ways becomes an inspiration for staff, parents, and children.
16. **Choosing assessment tools for individual learning.**



***To base thought  
only on speech  
is to try nailing  
whispers to the wall.  
Writing  
freezes thought  
and offers it up for  
inspection.  
-Jack Rosenthal.***

Kimberly B. Moore. Scholastic Early Childhood Today, January/February 2002. Assessment of children involves multiple tactics in watching and learning. Choosing a system of assessment is important to the success of the whole early childhood program; the results of assessment spell out the "next steps" for a child-centered curriculum.



17. **Assessing children for end-of-the-year profiles.** Stanley Greenspan. Scholastic Early Childhood Today, May/June 2001. This child development expert tells us what to be asking ourselves about the child at various stages in order to focus on “functional” developmental milestones in our observations. In other words, how is the child functioning compared to what is appropriate for the child’s age? Do the parents agree?
18. **Write it down or forget it. How to write anecdotal records.** Deborah Diffily. Texas Child Care, Winter 2000. Writing down what we see can be tricky. We think we will remember details, but we don’t. The meaning of a descriptive word can vary from person to person or one year to the next. Being specific and prompt in describing events will keep them accurate. This article shares various ways to make note-taking easy.
19. **Using authentic assessment to document the emerging literacy skills of young children.** Nancy J. Ratcliff. Childhood Education, Winter 2001/02. The term “authentic assessment” refers to assessment that takes place during the normal activities of a child; it is real. This is the kind of documentation appropriate for most caregiving situations. There are several types of authentic assessment to use. Checklists, diaries, tapes, and work samples are described here.
20. **From scribbles to stories supporting writing development.** Deborah Diffily. Texas Child Care, Summer 2001. When is a scribble not a scribble? This article identifies behaviors of emerging writers and specific actions you can take to support their writing efforts. This is a helpful article for identifying what to include in a child’s portfolio, a collection of work samples.
21. **Art, portfolios, and assessment.** Celia Genishi. Scholastic Early Childhood Today, October 1993. A “dynamic” assessment of a child is one that leaves a multi-faceted image in our minds of who the child is at this moment. Portfolios are referred to as dynamic and authentic assessments. This article teaches us a way to select art for portfolios that respects children’s opinions and involves them in collecting and creating their personal “art museum”.
22. **When children draw.** Sandra Crosser. Early Childhood News, November/December 1998. Drawing and writing are the same to the young child; both have meaning for them. In order to tell children’s developmental stories, we look for symbols and shapes that signal the physical and emotional stages the child is in. This article is an absolute “must” for looking at children’s work.
23. **Multimedia for assessment.** Lynn Cohen. Scholastic Early Childhood Today, February 1996. Take pictures of the kids cooking or playing “dress-up”; tape record their conversations at snack-time or singing; videotape them retelling a story you have read. These handy tips for making real-life, authentic assessment easy and fun for everyone will inspire your own ideas for documentation.
24. **Great gadgets for assessment; Recording children’s progress is fun, fast, and easy with technology old and new.** Warren Buchleitner. Scholastic Early Childhood Today, May/June 2001. More technology tips for documenting what is going on in your center- from sticky notes to computers!
25. **Setting up meaningful portfolios.** Sue Clark Wortham. Scholastic Early Childhood Today, August/September 1997. Everything a child does or makes can not be kept as a record, so one must plan for what should be included in a portfolio collection. This article will make collecting samples easier and more balanced between developmental areas, i.e., language, fine and gross motor, concept, and social development.
26. **Parent & staff interview questions for creating a play profile/ case study of a child.** Elaine Gundersen. Concordia University, 1999. To obtain a well-rounded understanding of how a child functions, one should ask parents and staff about how the child spends his/her time while in their care. How do the stories complement each other? This list of questions form the basis for a profile of the child’s playlife and how the adults who interact with the child are supporting it.

*continued on page 19*



# CHILD CARE CONNECTIONS

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## FATHERS CARING FOR THEIR CHILDREN

By Dave Riley, Ph.D.

A change is afoot. The role of the father, which has changed in the past, may be changing anew.

Certainly the popular view of what a father can be has been changed over the years. Of course, reality lags far behind the discussion. Only a few men are experimenting with being the primary caretakers of their children.

The less dramatic but equally interesting news concerns average American families. National surveys have reported the first evidence that average American working men are beginning to get more involved in child care. (This was true only for those whose wives were also employed.)

Should we welcome these changes?

The research of recent decades (see Lamb, 1997) has discovered few hereditary or hormonal advantages for women as caretakers of children (with the exception of breastfeeding). Fathers have the same physiological response to an infant's cry, and in the first hours after birth, a time some theorists consider a "critical period in early bonding," uncoached fathers and mothers go through the very same sequence of earliest parental behaviors. The moment-to-moment interactions of fathers with their infants are different — they are more physically playful — but they are no less sensitive to the child.

Infants and toddlers form secure attachments

with their fathers as well as with their mothers. Research across other cultures and with other primate species shows this, so there is no biological imperative requiring inflexible parental roles. The question is not, "Are men capable parents?" It is "Under what conditions will they perform capably?"

**H**is willingness of some fathers to prioritize work and family needs is a testament to their desire for a life with more balance. They are asserting, "I am more than a worker. I am also a parent."

If men do become more involved in child rearing, is that necessarily better than the traditional roles that seemed to work for our grandparents? There are pros and cons, but the benefits of such a change are difficult to ignore.

First, a higher level of paternal involvement in child rearing is associated with benefits for children, especially sons, in the areas of intellectual growth, school performance, social development, self-esteem, and sex-role identity. (The most complete summary of research findings is in Lamb 1997). Interestingly, young boys' development of a firm male identity is enhanced by having a warm, nurturant, involved father, much more so than having a stereotyped macho father. Apparently it's not the image of the man that counts; it's the quality of the relationship.

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## FATHERS CARING FOR THEIR CHILDREN

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Second, a higher level of paternal child rearing is certainly a benefit to mothers. Women in this country have long been increasing their outside employment, with nary a budge in men's involvement in household tasks. It is little wonder that one of the causes of men becoming more involved in child care appears to be their wives pushing them into it.

But men have their own reasons. Many men today, especially those with young children, report they would prefer to work fewer hours even if it meant less pay. They aren't rejecting the breadwinner role — even nontraditional parents see the breadwinner role as primary — but they say the breadwinner role isn't enough. They don't always have easy words to explain it, but they feel somehow incomplete, and they seek a life that feels whole.

Research suggests we should listen to these men, because it looks like fatherhood is good for them as well as for their families. It engenders self-awareness and personal growth. And men who are more actively involved in the parental role gain more from it. They are emotionally healthier and better adjusted (Heath 1978).

Those are the benefits. Chief among the costs is the man's career. Men who increase their child rearing involvement often change their work hours or jobs to make it possible (Radin 1982). The company knows it can no longer count on their 100 percent commitment, since they have tangibly shown they have an important commitment to their families. Career advancement is put on the slow track.

Where are we headed?

There is no doubt that mothers will continue to work outside the home. Not only is the income needed, but many women need the challenges and satisfactions of paid employment. As a result, the need for men to contribute more in the home mounts.

This willingness of some fathers to prioritize work and family needs is a testament to their desire for a life with more balance. They are

asserting, "I am more than a worker. I am also a parent."

One must wonder if men's yearning for home-role involvement will remain strong in an economic era of uncertainty. The involvement of fathers in child rearing is small potatoes, indeed, compared to the number one problem of many American families today: economic instability. Many of the obstacles to increased paternal child rearing are in the workplace: protection against forced overtime, the choice of part-time work for proportionally less pay, flexible work schedules, the right to care for one's sick child or to take paternity leave without workplace punishment, the alternative of job-sharing. These are some of the hinges upon which increased participation by fathers in child rearing participation may well turn.

Many men today are paddling tentatively in the shallows of child rearing responsibility. A few have ventured into deeper water, but these are complex changes we are talking about, with multiple causes and networks of constraints.

Anthropologist Margaret Mead once noted that fathers are a biological necessity but a social accident. She was not far wrong. But to say that fathering is an accident makes it sound both random and unimportant. We know that fathers play a crucial role in family functioning and child development. Fathers are not a social accident, they are a social invention, reinvented to fit the adaptive needs of each age.

Dave Riley, Ph.D., is the Rothermel-Bascom Professor of Human Ecology at UW-Madison, and Child Development Specialist for UW-Extension. He is co-director of Wisconsin's Early Childhood Excellence Initiative. This article is based on an article originally printed in *Human Ecology Forum*.

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## PRACTICAL WAYS TO INVOLVE FATHERS IN CHILD CARE

By Richard L. Sale, Ph.D.

Traditionally, mothers have been responsible for child care; however, in today's society, fathers are becoming more involved in their children's care. Fathers have assumed this increasing role in the emotional, social, and physical development of their children due to more mothers being in the labor force. At the same time, more children are spending time in child care centers, with approximately 29 million children in some type of child care setting. All of these details point to the importance of considering how fathers can be involved in child care settings.

Several factors are important to the quality of

the child care setting. Parental involvement is one of the most important aspects. Quality child care centers will always welcome parental visits and involvement in their programs. Communication of the workers with both the mother and the father can be helpful in children having a positive experience in the child care center. Providing non-sexist equipment and experiences for children is another important aspect of quality child care. This can involve having toys and other items that invite the involvement of both boys and girls. Also, when

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### Early Childhood Excellence

*Actual vignettes of "Promising Practices" from Wisconsin's Early Childhood Centers for Excellence*

#### SEE YOU LATER, ALLIGATOR!

**Encompass Child Care, Inc.  
Rosebush Center in Green Bay, Wisconsin**

*A father arrives to drop off his infant daughter. The teacher chats with the father as she takes the girl's coat off, asking if she slept this morning. When the father kisses his daughter and begins to leave, the teacher squats by her on the floor and says, "Say goodbye Dad". The infant continues playing with a toy, so the teacher picks her up and shows her Dad by the door. The child now looks contentedly at her father. The teacher tells him "Have a good day" as he leaves.*

This teacher has built a good relationship with the father, who has become comfortable in the arrival routine. The teacher promotes a two-way sharing of information, which is essential to providing good care for infants and toddlers. Then the teacher makes sure the child acknowledges the parent's departure. This helps the child deal with any separation distress by building a sense of predictability and control. This will help as she moves through a phase of greater separation anxiety in the months ahead. It also helps alleviate the *parent's* separation distress by recognizing the parent's connection to the child.



#### TALK YOURSELF INTO TRUSTING

**Menominee Tribal Day Care  
Keshena, Wisconsin**

*The teacher greets a father, who has come to visit his infant son. She tells the father what his son did during the morning - sat up for a while playing with toys. Dad explains how they give him time to lay on his tummy and push up with his arms. The teacher hands the infant to his father, saying, "Have some bonding time." Dad asks about what abilities to expect at his child's age, and she replies that each child is unique.*

The teacher's friendly greeting and willingness to chat helps build a trusting relationship with this parent. She tries to make him feel welcome to visit and spend time with his son in the center. She answers his questions about development. This kind of time spent together sharing information about the child helps to ensure consistency of care for the baby, and helps parents feel comfortable about the care their child is receiving. The teacher gains information about the child's experiences at home and the parent's child rearing practices and goals. This sense of partnership benefits parents, child and caregiver.





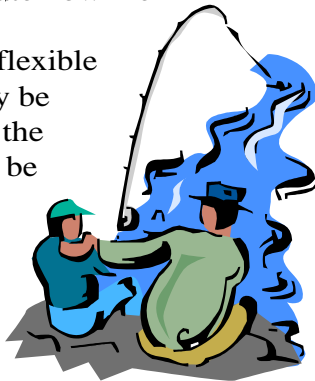
# PRACTICAL WAYS TO INVOLVE FATHERS IN CHILD CARE

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providing stories to or examples to the children, it is important to show how both boys and girls can do these jobs or be involved in different activities in their communities. Fathers' involvement in the child care center can illustrate how men can be nurturing.

Some fathers have very flexible work schedules, so they may be available to provide help at the child care center. They may be willing to come during the day when mothers, who are now working outside of the home, are not available.

At a recent conference for workers who are involved in child care centers, home care centers, and after-school programs, the participants made the following suggestions to involve fathers in child care:



⇒ Ask a father to drive a van for a trip that the child care center is taking.

⇒ Invite a father to come to the child care centers and tell about his job or career. If the job is in a setting that might be interesting and safe for children, the father might host the children at his place of work. Or, the father might conduct an "on-site" field trip by bringing items from his work to show the children. An example of this would be a firefighter bringing his equipment and uniform.

⇒ Ask a father to be on the child care center advisory board. The input of parents in helping the center set policy or to evaluate its programs is valuable to the success of the child care center.

⇒ Invite fathers to come and demonstrate their

hobbies. This can involve traditional male domains such as fishing, or it can involve a father who is good at crafts or cooking.

⇒ Invite fathers to come at story time and read to the children.

⇒ Have the fathers plan a camping trip for the children. If the children are young, it can be a day trip spent in nature and can involve cooking outside.

⇒ Host a "Father's Day Social" in which the fathers come and perform skits.

⇒ Sponsor a "Bring A Dad to School Day."

⇒ Have a father-child basketball tournament.

⇒ Host a father-child fashion show.

⇒ Sponsor a father-child fishing tournament.

For all events that include fathers and their children, it is important for child care center workers to make sure all of the children have a father who can be involved, or have other fathers who are willing to "adopt" children for the event.

It is important to involve all parents in the child care program, but child care centers may want to make a special effort to involve the fathers since some may need extra encouragement to actively participate. By taking advantage of the changing role of fathers in their children's lives and encouraging their participation, child care centers can enhance their child care program and help fathers to enrich their children's lives.

Dr. Richard Sale is an Assistant Professor of Child and Family Studies at Tarleton State University and a Family Life Specialist with the Texas Agricultural Extension Service. Dr. Sale also writes a column entitled Family Life for the Stephenville Empire Tribune.

## CHILD CARE CONNECTIONS



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For more information, phone (877) 637-6188.

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- 28. The Play Checklist.** Sandra Heidemann & Debbie Hewitt, 1992. From Pathways to play: Developing play skills in young children. This is a simple and exceptionally handy one-page tool for observing preschoolers. Reflecting on what is documented on this form will make the "next steps" process natural.
- 29. Children's loss inventory checklist: A complete picture of the whole child.** Linda Goldman, 2000. From life and loss: A guide to help grieving children. Children's behavior reflects the changes in their lives. Tracking these changes will help us understand the "why" of what we see.
- 30. Ages and stages series.** Lesia Oesterreich, 1995. Human Development and Family Studies, Iowa State University. A list of children's developmental traits appearing at ages birth through 11 years. These lists make excellent parent take-home pages. Available at <http://www.nncc.org/Child.Dev/age.stage.page.html>

## **Communicati**



*Part of the assessment package is relaying the development message to parents in order to celebrate the child's successes. This involves translating writing and art into understandable glimpses into the healthy stages a child is in.*

- 31. Reclaiming our words.** Marilou Hyson. Young Children, May 2001. "Assessment" has become a dirty word and "standards" are something to dread. "Academics" are a no-no and "structure" is to be mistrusted. This article helps us clear away the murky connotations these words have been given and look at the positive original definitions.
- 32. Tips for the end of the year.** Susan A. Miller. Scholastic Early Childhood Today, May/ June 2001. The end of the school year is usually a time when evidence of change and children's growth is shared. Here are ten steps to making this milestone positive.
- 33. A plan for every child.** Carla Poole. Scholastic Early Childhood Today, May/June 2001. Caregivers and parents of infants and toddlers must have open and frequent communication about child development. This article lists some simple questions to ask when observing babies' behavior and reminds us that communication makes transitions easier on everyone.
- 34. Keeping the parent in parent/teacher conferences.** Rue Zalia Watkins. Scholastic Early Childhood Today, October 1994. Don't let conferences turn into closely scheduled one-way sessions with too little time to listen and converse with the parents. Here are solid tips for preparing for conferences that will build positive interaction with parents.
- 35. Starting on the write foot: Helping parents understand how children learn to read and write.** Julia Butler, Carolee Liss, & Peggy Sterner. Texas Child Care, Winter 1999. Before children write, they imitate writing behaviors. To them, scribbling is writing and holds meaning. This article helps us identify significance in children's writing efforts so that we, in turn, can help parents see the process emerging.
- 36. Using documentation panels to communicate with families.** Judith Brown-DuPaul, Tracy Keyes, & Laura Segatti. Childhood Education, Summer 2001. This article will tell you how to turn a bulletin board into an interactive progress report by accompanying children's work with their comments, explanations of developmental stages and identification of signs of new learning.
- 37. Ideas for displaying children's work.** Texas Parenting News, Texas Child Care, Fall 2000. When children have a project that represents work, effort, and pride on their part, it needs to be celebrated. Here are ways to do that beyond hanging pictures on the refrigerator.

## Observing and Documenting Young Children's Development

38. **Assessing and guiding young children's development and learning.** 2nd ed. Oralie McAfee. Boston: Allyn and Bacon, 1997. This textbook shows how to do authentic, alternative, classroom-based assessment, and how to interpret and use the information to plan a curriculum that is responsive to and supportive of children's learning. Includes questions and exercises designed to promote complex thinking and reflection.
39. **The art of awareness: How observation can transform your teaching.** Deb Curtis and Margie Carter. St. Paul, MN: Redleaf Press, 2000. When caregivers make observing children their primary role, not only do they discover learning taking place everywhere and learn about child development, their job stress is reduced by the inspiration they find in matching curriculum ideas to children's developmental needs.
40. **Developmental screening in early childhood: A guide.** 4th ed. Samuel J. Meisels. Washington, DC: NAEYC, 1994. All the details you need to establish a developmental screening program, including advice on selecting an appropriate screening instrument, sample forms, and NAEYC's position statement on standardized testing.
41. **Focused portfolios: A complete assessment for the young child.** Gaye Gronlund. St. Paul, MN: Redleaf Press, 2001. A comprehensive, easy-to-use system of accurately documenting children's growth and development by observing them in the midst of their everyday activities. Designed around four primary areas of development—Favorites, Friends, Family, and Developmental Milestones—the book includes many step-by-step examples and all necessary forms for teachers of infants, toddlers, and preschoolers in child care centers, Head Start programs, nursery schools, and family child care.
42. **I spy something! : A practical guide to classroom observations of young children.** Ann Marie Leonard. Little Rock, AR: Southern Early Childhood Association, 1997. Practical overview of observation techniques for traditional early childhood programs.
43. **Making learning visible: Children as individual and group learners.** Reggio Emilia, Italy: Reggio Children, 2001. Focuses on the documentation of group learning, rather than the assessment of individual performance. Many examples show how documentation informs teachers' choices for designing learning contexts and how documentation fosters individual and group learning for adults and children.
44. **Meeting the challenge: Effective strategies for challenging behaviours in early childhood environments.** Barbara Kaiser. Ottawa, Ont: Canadian Child Care Federation, 1999. This excellent book on child discipline explains in detail how to use functional assessment to understand where challenging behavior is coming from, why it is happening at a particular time in a particular place, and the function it serves for the child. Includes a Functional Assessment Observation Form.
45. **New visions for the developmental assessment of infants and young children.** 2nd ed. Samuel J. Meisels. Washington, DC: Zero to Three/National Center for Infants, Toddlers, and Families, 1996. In this book about the methodology and principles of developmental assessment, Meisels focuses on the wisdom of the family, the competence of the infant, and the ways in which successful early intervention strategies depend upon our capacity to form relationships with both babies and their caregivers.
46. **Observing development of the young child.** Janice J. Beaty. Columbus: C. E. Merrill Publishing Co., 1986. Not only does this book include an easy-to-understand child skills checklist, it offers tips tois coming from, why it is happening at a particular time in a particular place, and the function it serves for the child. Includes a Functional Assessment Observation Form.
47. **Pathways to play: Developing play skills in young children.** Sandra Heidemann and Deborah Hewitt. St. Paul, MN: Redleaf Press, 1992. This easy-to-read book helps build our watching skills and shares teaching strategies and activity ideas that will encourage the child to develop needed social skills for cooperative play.



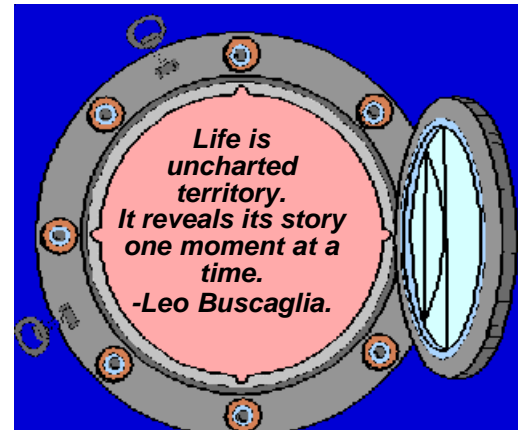
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48. **Picture this: Digital and instant photography activities for early childhood learning.** Susan Entz. Thousand Oaks, CA: Corwin Press, Inc., 2000. This book tells how to use a digital camera and simple computer equipment to provide instant feedback to children and their parents, for reporting progress, and for staff development. Includes lesson plans for using photographs in eight curriculum areas and checklists to track student progress in each area.
49. **Portage guide to early education: Checklist.** 2nd rev. ed. Portage, WI: CESA 5, Portage Project, 1994. Checklist of 580 behaviors arranged by developmental category and age level from birth to six.
50. **The portfolio and its use: A road map for assessment.** Sharon MacDonald. Little Rock, AR: Southern Early Childhood Association, 1996. One teacher's detailed account of how she develops and uses portfolios for assessment in a preschool classroom based on learning centers. Helpful charts describe the stages of development in various curriculum areas and what children learn through their experiences in different areas of the environment.
51. **The portfolio book: A step-by-step guide for teachers.** Elizabeth F. Shores. Beltsville, MD: Gryphon House, 1998. A ten-step process to make portfolio assessment both thorough and simple enough to become part of everyday preschool and primary teaching. Covers portfolio assessment theory, practical and easy-to-use applications, and provides a complete set of handy forms.
52. **The power of observation.** Judy R. Jablon. Washington, DC: Teaching Strategies, 1999. In addition to giving guidelines and strategies for observation, this book presents observation as a mindset of openness and wonder that helps teachers and caregivers get to know more about each child in their care. It shows the close links among observing, building relationships with children and families, and effective caregiving and teaching.
53. **Six simple ways to assess young children.** Sue Y. Gober. Albany, NY: Delmar, 2002. Developmental checklists, parent interviews, self-portraits, writing samples, audio-visual recordings, and anecdotal records are assessment methods explored in this easy-to-read book. Sample forms, illustrations, and examples of the completed forms are very useful. The chapters about interpreting children's scribbles and drawings are extremely helpful in compiling children's portfolios and assessing their stages of development.
54. **Spreading the news: Sharing the stories of early childhood education.** Margie Carter & Deb Curtis. St. Paul, MN: Redleaf Press, 1996. Detailed instructions and examples of how to observe children, create stories about what you see, and work those stories into visual displays that capture the attention of others. Includes wonderful color pictures of documentation displays.
55. **Take a look: Observation and portfolio assessment in early childhood.** Sue Martin. Reading, MA: Addison-Wesley, 1994. This textbook covers the history, philosophy, and practice of observing, recording, and analyzing children's behavior.
56. **Teacher materials for documenting young children's work: Using windows on learning.** Judy Harris Helm. New York: Teachers College Press, 1998. Lists, shortcuts, and forms for those wanting to implement the ideas described in Windows on Learning.
57. **Thinking like a teacher: Using observational assessment to improve teaching and learning.** Samuel J. Meisels, Helen Harrington, Patricia McMahon, Margo L. Dichtelmiller, & Judy R. Jablon. Boston, MA: Allyn & Bacon, 2002. This book is a training tool for observers in how to record observations in an unbiased, neutral way and how to recognize, through children's behavior, what learning is taking place.
58. **A trainer's guide to Caring for children in school-age programs.** Derry G. Koralek, & Debra D. Foulks. Washington, DC: Teaching Strategies, Inc., 1995. This guide offers suggestions for implementing the program and providing feedback to staff, including observations forms with checklists.





59. **Week by week: Plans for observing and recording young children.** Barbara Nilsen. Albany, NY: Delmar, 1997. This textbook teaches a systematic plan for week-by-week documentation of each child's development in an early childhood setting for children from birth-6. Each chapter presents an observation recording technique, discusses its strengths and weaknesses, and includes exercises and assignments.

60. **What the kids said today: Using classroom conversations to become a better teacher.** Daniel Gartrell. St. Paul, MN: Redleaf Press, 2000. 145 evocative stories told by early childhood staff, each recounting a conversation with a child and how the teacher used her observations and reflections to help the children build an atmosphere of community and encouragement in the classroom.



61. **Windows on learning: Documenting young children's work.** Judy Harris Helm. New York: Teachers College Press, 1998. In addition to what it does for children, parents, and teachers, documentation provides compelling public evidence of the intellectual powers of young children that is not available in any other way. This text, a complete guide to documentation and the work sampling system, offers plenty of examples and step-by-step guidelines on how to collect, analyze, and display children's work.

### **Assessment Using the Creative Curriculum for Early Childhood**

62. **Connecting content, teaching, and learning.** Diane Trister Dodge. Washington, DC: Teaching Strategies Inc., 2000. With the increasing emphasis on academics, standards, and accountability, teachers need to know how to respond appropriately and with integrity when asked to explain children's learning. This supplement to The Creative Curriculum for Early Childhood gives you that information, including the Creative Curriculum Goals and Objectives at a Glance and the Developmental Continuum for Three- to Five-Year-Olds, information which is also available on the Internet website [www.TeachingStrategies.com](http://www.TeachingStrategies.com)

63. **A teacher's guide to using The Creative Curriculum Developmental Continuum Assessment System.** Diane Trister Dodge. Washington, DC: Teaching Strategies, Inc., 2001. This book introduces and tells how to implement a new assessment system for The Creative Curriculum for Early Childhood, a popular curriculum for 3- to 5-year-olds, based on its developmental continuum.

### **Multiple Intelligences**

64. **Building on children's strengths: The experience of Project Spectrum.** Jie-Qi Chen. New York: Teachers College Press, 1998. Project Spectrum offers an alternative approach to preschool/primary assessment and curriculum development, which emphasizes close observation and identifying children's areas of strength as the basis for an individualized educational program. This book explains the theories of multiple intelligences and nonuniversal development upon which the approach is based.

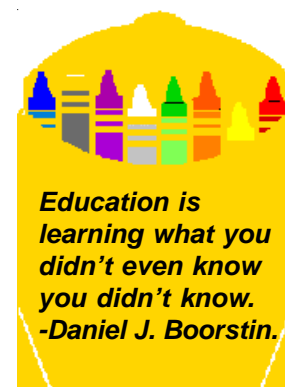
65. **Multiple intelligences in the early childhood classroom.** Patricia A. Phipps. Columbus, OH: SRA/McGraw-Hill, 1997. Howard Gardner's theory of multiple intelligences holds that every individual possesses at least seven different intelligences. Here are descriptions and checklists for assessing them, and suggestions for ways to offer each child opportunities to learn in the way he or she learns best, while also developing other intelligences.

- .....
- 66. Project Spectrum: Preschool assessment handbook.** Mara Krechevsky. New York: Teachers College Press, 1998. These assessments help identify each child's strengths and expand the range of activities which help elicit and document each child's potential. Includes observation sheets for each of the expanded multiple intelligences and an activities calendar to help teachers build multiple intelligences theory into their daily classroom routine.



## **Understanding and Promoting Child Development**

- 67. Assessing & reporting on habits of mind.** Alexandria, VA: Association for Supervision and Curriculum Development, 2000. Some of the 16 habits of mind are: persisting, managing impulsivity, listening with understanding and empathy, thinking flexibly. This book is about how to assess and document these forms of intelligent behavior in both students and adults.
- 68. By the ages: Behavior & development of children pre-birth through eight.** K. Eileen Allen. Albany, NY: Delmar, 2000. This user-friendly, non-technical guide to child development is a tool for evaluating developmental milestones, growth patterns, daily routines, and activities.
- 69. Developmental profiles: Pre-birth through eight.** 3rd ed. K. Eileen Allen. Albany, NY: Delmar Publishers, 1999. This comprehensive yet easy-to-follow guide to early development gives, according to age, profiles and growth patterns for each developmental domain, daily routines, learning activities, and developmental alerts.
- 70. Growing: Birth to three: Development guide.** Revised ed. Portage, WI: CESA 5, Portage Project, 1999. In-depth, developmentally sequenced list of behaviors that children between birth and 36 months frequently display during everyday family activities.
- 71. Growing: Birth to three: Interactions & daily routines.** Portage, WI: CESA 5, Portage Project, 1999. Set of four books with adaptable activities designed to help caregivers promote developmental progress for each individual child in each of the 11 areas of the Development Guide (above). For each behavior, useful information is given on why the behavior is important, how to read the child's cues, and activities the caregiver and child can do.
- 72. Portage guide to early education.** 2nd rev. ed. Mary Anne Doan. Portage, WI: Cooperative Educational Service Agency 5, Portage Project, 1994. 580 developmental activities for children birth to six are on color-coded cards divided into 6 categories: infant development, socialization, language, self-help, cognitive, motor.
- 73. The Hawaii developmental charts.** Setsu Furuno. Tucson, AZ: Communication Skill Builders, 1993. Charts showing social, cognitive, language, gross motor, fine motor, and self help skill development from birth to 36 months.
- 74. Helping babies learn: Developmental profiles and activities for infants and toddlers.** Setsu Furuno. Tucson, AZ: Communication Skill Builders, 1993. Reproducible developmental activities to help caregivers develop appropriate, enjoyable, daily interactions with children, birth to 36 months, environmentally at risk for developmental delays. Text is written as if spoken by the baby and is based on the Hawaii Developmental Charts (above).
- 75. How your child is smart: A life-changing approach to learning.** Dawna Markova. Berkeley, CA: Conari Press, 1992. This summary of six learning patterns will help you adjust your teaching and assessment practices to each child's natural way of thinking, absorbing, processing, expressing, and creating ideas.
- 76. Nurture by nature: Understand your child's personality type—and become a better parent.** Paul D. Tieger. Boston: Little, Brown and Co., 1997. Describes 16 distinctly different personality types and how his or her personality type affects a child in each stage of development through adolescence.





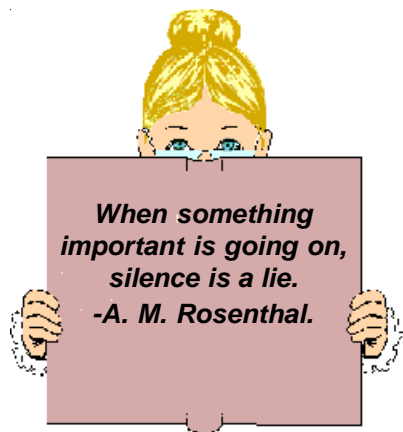


77. **Scaffolding children's learning: Vygotsky and early childhood education.** Laura E. Berk & Adam Winsler. Washington, DC: NAEYC, 1995. This book explains some very basic steps in child development and how adults can unobtrusively support their learning. Understanding the stages of language acquisition and imaginative play helps caregivers know what to be looking for in very young children's non-verbal behavior. Unskilled observers of children may mistakenly assign adult motives to children's play and thereby fail to interpret their behavior appropriately.
78. **Understanding temperament: Strategies for creating family harmony.** Lyndall Shick. Seattle, WA: Parenting Press, 1998. Temperament is a set of inborn traits that remain basically the same throughout life. This book shows how parents and caregivers can use their knowledge of temperament to change conflict into cooperation and improve the fit between a child and his environment.
79. **Yardsticks: Children in the classroom, ages 4-14: A resource for parents and teachers.** Expanded ed. Chip Wood. Greenfield, MA: Northeast Foundation for Children, 1997. This user-friendly guidebook offers clear and concise descriptions of developmental characteristics of children ages 4-14. Includes charts with developmental "yardsticks" for physical, social, language, and cognitive growth. A great resource for shaping activities to meet the needs of all children.

### In Spanish

80. **Creciendo: Nacimiento a los tres años: La guía de desarrollo. (Growing: birth to three: development guide.)** Edición revisada. Portage, WI: CESA 5, Portage Project, 1999. In-depth, developmentally sequenced list of behaviors that children between birth and 36 months frequently display during everyday family activities.
81. **Guía Portage de educación preescolar.** Edición revisada. Portage, WI: CESA 5, Portage Project, 1995. 580 developmental activities for children birth to six are on color-coded cards divided into 6 categories: infant development, socialization, language, self-help, cognitive, motor.
82. **Guía Portage de educación preescolar: Lista de objetivos.** Edición revisada. Portage, WI: CESA 5, Portage Project, 1995. Checklist of 580 behaviors arranged by developmental category and age level from birth to six.
83. **Perfiles del desarrollo: Desde antes del nacimiento hasta los ocho años.** 3<sup>rd</sup> edition. K. Eileen Allen. Albany, NY: Delmar, 2001. A comprehensive yet nontechnical, easy-to-follow guide to early development. For each age, the book gives profiles and growth patterns for each developmental domain, daily routines, learning activities, and developmental alerts.

### Masterful Observers



*Gretchen Reynolds and Elizabeth Jones:*

84. **Master players: Learning from children at play.** New York: Teachers College Press, 1997. These detailed observations will enhance your understanding and appreciation of the meaning of children's socio-dramatic play. Includes a valuable chapter from Elizabeth Prescott outlining her teaching of the art of observation.

*Karen Gallas:*

85. **The languages of learning: How children talk, write, dance, draw and sing their understanding of the world.** New York: Teachers College Press, 1994. This teacher-researcher-author demonstrates through specific stories of her classroom how young children communicate their knowledge of the world through the arts.

- .....
86. **Talking their way into science: Hearing children's questions and theories, responding with curricula.** New York: Teachers College Press, 1995. A firsthand look at how teaching can be more successful when it is built on children's questions and ideas.

*Jane Katch:*

87. **Under deadman's skin: Discovering the meaning of children's violent play.** Boston: Beacon Press, 2001. Is children's ability to make play out of images they should never have been allowed to see—and learn to talk about them—what protects them from despair? Katch uses 5- and 6-year-olds' own stories and actions to examine young boys' obsession with violent fantasy play and to decide with the children what they should do about it.

*Vivian Gussin Paley:*

88. **In Mrs. Tully's room: A childcare portrait.** Cambridge, MA: Harvard University Press, 2001. After 3 decades spent with older children, Paley spends time observing in a child care center and learns that even 2-year-olds can tell stories and act them out with their friends.
89. **Wally's stories: Conversations in the kindergarten.** Cambridge, MA: Harvard University Press, 1981. Basic reading for anyone who wants to learn how Paley developed her curriculum around hearing children's stories.

*Ann Pelo and Fran Davidson:*

90. **That's not fair: A teacher's guide to activism with young children.** St. Paul, MN: Redleaf Press, 2000. Firsthand, vivid examples of how teachers use observation and documentation of children's play to understand, shape, and support meaningful anti-bias activism projects.

*Daniel Stern:*

91. **Diary of a baby: What your child sees, feels, and experiences.** New York: BasicBooks, 1998. A child psychiatrist relates what a baby actually thinks and feels about his various experiences from infancy through the preschool years, from the baby's point of view and in the baby's own voice.

*Reggio Emilia:*

92. **The hundred languages of children: Narrative of the possible: projects by children of the Municipal Infant-Toddler Centers and Preschools of Reggio Emilia.** 2<sup>nd</sup> edition. Reggio Emilia, Italy: Reggio Children, 1996. The 1996 catalog of this traveling exhibit brings together many wonderful photographs, quotations, and examples of children's work to document the new culture of childhood in the preschools of Reggio Emilia.

93. **Everything has a shadow, except ants.** 2<sup>nd</sup> edition. Reggio Emilia, Italy: Reggio Children, 2000. This book is about the shadow studies done with the children of Reggio Emilia. It uses text, photographs, children's artwork, and descriptions in the children's own words to convey their interpretation of shadows from all types of objects.

94. **Reggio tutta: A guide to the city by the children.** Reggio Emilia, Italy: Reggio Children, 2000. Reggio Tutta which literally means all Reggio, is an interpretation of their city by 3-, 4-, and 5-year old children of Reggio Emilia, Italy, with their art, their words, and their suggestions on what to see and how to visit and live in Reggio Emilia.



## Videos on Observation and Documentation

95. **Charting growth: Assessment.** (The Early Childhood Program: A Place to Learn and Grow, Tape 6.) Washington, DC: NAEYC, 1996. VHS, color, 25 min. Assessment focuses on the whole child, the curriculum, and communication between the parent and the school. This video demonstrates three ways to assess the development and learning of children ages three through eight in public schools and other settings: the profile of progress (consisting of work sampling, anecdotal records, and portfolios), the parent/teacher/child conference, and the early childhood assessment team.
96. **Observation.** (The Developing Child, Module 3.) Barrington, IL: Magna Systems, Inc., 1993. VHS, color, 38 min. + workbook. Purpose of observation; observing areas of development; methods of observing, recording and interpreting; naturalistic and other types of observation; uses of observation by students, professionals, and researchers.
97. **Observing young children: Learning to look, looking to learn.** Washington, DC: Teaching Strategies, Inc., 1995. VHS, color, 28 min. + trainer's guide. Observation—as distinguished from opinion or judgment—is the basis of everything early childhood educators do. This video gives new and experienced staff the skills to learn about individual preschoolers and kindergartners, measure children's progress, and evaluate their program. The narrator walks the viewer through practice observations, and the guide gives sample forms.
98. **Vivian Gussin Paley and the boy who could tell stories.** Muncie, IN: Ball State University, 2001. VHS, color, 24 min. Aaron is a big distraction—and therefore very interesting and stimulating to the other children—when Vivian Gussin Paley visits his classroom to demonstrate how she uses storytelling and storyacting with children. Rather than punishing and excluding Aaron, Paley treats him with the empathy she's trying to teach. Over the course of two days, Aaron and Paley show his teachers, his classmates, and the viewer just what an interesting story he can tell when allowed to do so in his own way. Paley guides her coteachers in observing Aaron and interpreting his behavior. If you are trying to create an environment where all are valued, all have a place, and none are rejected, this video is a good place to start.
99. **The way we see them.** With Thomas Forrest. Los Angeles, CA: Resources for Infant Educators, 1978. VHS, color, 14 min. Filmed at the Palo Alto Demonstration Infant Program in 1978, Dr. Thomas Forrest shows the value of careful observation as he watches infants interact and learn in a program he and Magda Gerber developed to demonstrate their approach to respectful infant care.
100. **Windows on learning: A framework for making decisions.** Washington, DC: NAEYC, 1997. VHS, color, 17 min. Careful observation gives teachers insight into what children know, what they are beginning to learn, and where their interests lie. Based on the work of Judy Helm, Sallee Beneke, and Kathy Steinheimer, and filmed at an early childhood center, this video is a useful introduction to documenting children's learning in the classroom. Documentation methods covered include individual portfolios, project narratives, observations of child development, individual or group products, and self-reflections.

## Scenes for Discussion

101. **Hello and goodbye: Observations of 2-year-olds in day care.** University Park, PA: Pennsylvania State University, Audio-Visual Services, 1993. VHS, color, 25 min. The daily transitions of children and parents into and out of a day care facility are shown, mostly without comment, to provide examples for observation and facilitator-guided group discussion.
102. **The hiring tape: Four scenes at preschool.** Seattle, WA: Tom Drummond Video Productions, 1999. VHS, color, 14 min. + guide. These four vignettes from everyday teaching in a preschool can be used to start in-depth discussion about early childhood education, especially when interviewing new teachers.

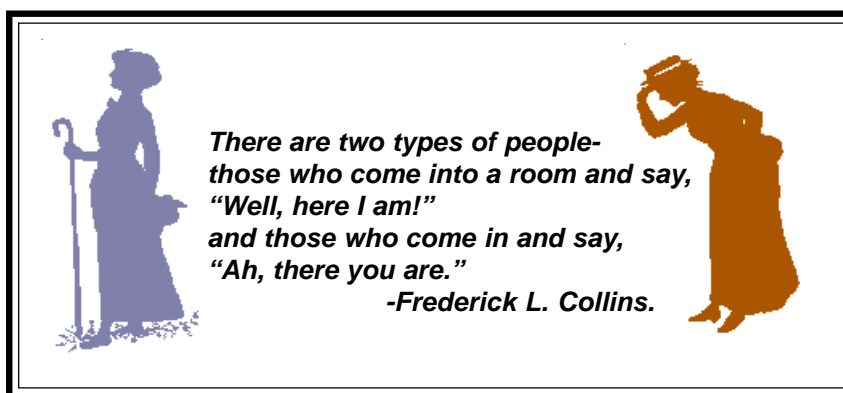
- .....
- 103. Watching children in action: An opportunity for discussion.** Pullman, WA: Washington State University Cooperative Extension, 1998. VHS, color, 43 min. + facilitator's guide. Designed to provide examples for facilitator-guided group discussion, this video consists of 13 unstaged episodes from a large child care center serving children from 2 to 6 years old.

### **Videos That Help Us Interpret What We See**

- 104. Block play: Constructing realities.** Jean Chase, South Carolina Educational Television, executive producer. Washington, DC: NAEYC, 1993. VHS, color, 20 min. As we watch children happily construct and reconstruct block creations, we see that they are also constructing knowledge and developing skills they need to grow and negotiate their way through more complex learning experiences.
- 105. Children at work.** Lubbock, TX: Creative Educational Video, 1997. VHS, color, 48 min. + study guide. This video focuses on children's abilities and on environments to support their development. Emphasizes discovery and social development as important aspects of play. Part 1 illustrates major skills from birth to age 5. Part 2 describes ten learning centers and shows how each one contributes to children's learning and development. Part 3 is a quiz.
- 106. Child's play: The world of learning.** Portland, OR: Educational Productions Inc., 1989. VHS, color, 30 min. + viewer's guide + facilitator's guide. Explains that providing children with rich and varied play experiences is the very best way to help them learn. Shows how everyday play activities help build large and small motor skills, social-emotional skills, thinking and language skills and the foundation for reading and writing.

**FIRST STEPS: SUPPORTING EARLY LANGUAGE DEVELOPMENT.** Portland, OR: Educational Productions, Inc., 1995. Four tape program about early language learning from birth to 3. The first three tapes will assist you in observing preverbal children and interpreting their behavior. 4 VHS, color, 30 min. tapes + trainer's manual, each tape requiring 45 min. for core training, 3 hrs. for total training.

- 107. Beginning language connections.** Focuses on children's early messages. Shows the importance of tuning in to children's communication from the day they're born. Presents vivid examples of children's early communication attempts.
- 108. Reading the child's message.** Helps adults learn to read each child's cues and signals. Identifies many overlooked, unclear or easily misinterpreted communication efforts.
- 109. Talking with young children.** Describes a very powerful technique called "Information Talk", which is the process of observing and talking with children about what they are seeing, doing, thinking or feeling.
- 110. Building conversations.** Clearly demonstrates techniques of turn taking and following a child's lead.





**111. Dramatic play: More than playing house.** (Indiana's Child Care Collection.) Washington, DC: NAEYC, 1997. VHS, color, 30 min. Shows the many ways in which children's development benefits from dramatic and sociodramatic play across the curriculum. Gives ideas for prop boxes and thematic play and examines the important role of adults in supporting dramatic play.

**112. Roughhousing: A guide to safe and fun physical play for children.** Produced by Frederick Porter and Daniel Hopsicker. Manhattan Beach, CA: Afterschool, no date. VHS, color, 28 min. Explains what roughhousing is, why children like it so much, the benefits of roughhousing, and rules to keep it safe for infants, toddlers and preschoolers.

**113. The seed of learning: Play.** (The Early Childhood Program: A Place To Learn And Grow, Tape 4.) Washington, DC: NAEYC, 1996. VHS, color, 27 min. Shows the crucial role of play in classrooms serving children ages three through eight in public schools and other settings. Explains how children use play to understand the world and to learn to socialize. Master teachers tell how they support children's play and use play as a means for assessing children's learning.

**114. Sensory play: Constructing realities.** Washington, DC: NAEYC, 1994. VHS, color, 18 min. Sensory play is a natural and concrete means of supporting each child's individual learning style, whether auditory, visual, or kinesthetic. This video examines how a child's first-hand experience with sensory exploration contributes to overall development.

**115. Piaget's developmental theory: An overview.** David Elkind. Davis, CA: Davidson Films, no date. VHS, color, 27 min. An overview of Jean Piaget's developmental theory, explained by Dr. David Elkind and by Piaget himself and illustrated by Elkind's interviews with children of various ages. Understanding Piaget's theories of learning and development will build a foundation for observing children and interpreting their behavior.

**116. The world through the eyes of a three-year-old child.** Penny Warner. Menomonie, WI: University of Wisconsin—Stout, Instructional Technology Services, 1992. VHS, color, 15 min. The purpose of this video is to provide a visual perspective of the world from the eye level of a young child. Demonstrates a typical day as seen through a child's eyes, as compared to what is seen through the eyes of an adult.



*What you see and hear depends a good deal on where you are standing; it also depends on what sort of person you are.*  
-C.S. Lewis.

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## **Safety Concerns**

The Consumer Product Safety Commission's Handbook for Public Playgrounds is on the Internet. It can be found at: <http://www.cpsc.gov/cpscpub/pubs/325.pdf>

The Babies Sleep Safest on Their Backs: Reduce the Risk of Sudden Infant Death Syndrome brochure content is on the Internet at: [http://www.nichd.nih.gov/sids/reduce\\_infant\\_risk.htm](http://www.nichd.nih.gov/sids/reduce_infant_risk.htm)

## **Assessment and Observation Materials**

An absolute treasure trove of materials on child development can be found at the National Network for Child Care website. Permission is given to reprint all the materials at the site if used for educational use. Most materials have been created by Cooperative Extension child development specialists. Visit: <http://www.nncc.org/Child.Dev/child.dev.page.html>

The Portage Guide to Early Education Checklist is available for purchase, a packet of 15 for \$15, from CESA 5, Attn: Portage Project Materials, P.O. Box 564, 626 E. Slifer Street, Portage, WI 53901. Find out about the complete assessment package and other materials for observing child development at: <http://www.portageproject.org> or phone 1-800-862-3725, ext. 268, or fax 1-608-742-2384.

Visit the website for Teacher's College Press, P.O. Box 20, Williston, VT 05495-0020, for information on observation and assessment of children and programs, free brochures and downloads of materials including scoresheets for the Harms/Clifford Environmental Rating Scale, The instructor's manual for educating and caring for very young children: The infant-toddler curriculum, and more at:

<http://www.teacherscollegepress.com> or phone 1-800-575-6566 or fax 1-802-864-7626.

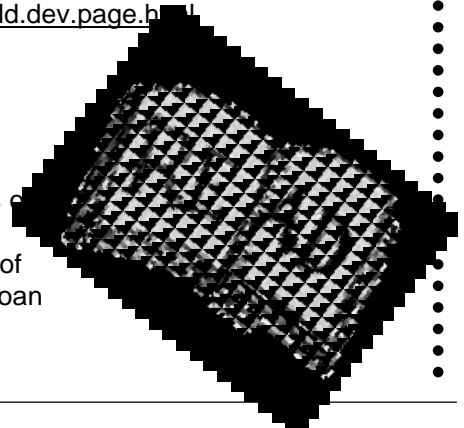
High/Scope's useful magazine and catalogue of materials, High/Scope ReSource, is free. Trainings on use of their observation tools, i.e., the Infant-Toddler Child Observation Record (COR), and other workshops are listed. Visit their website at: <http://www.highscope.org> or phone 1-800-407-7377.

For research-based information about child development visit the metasite developed by faculty at Tufts University at: <http://www.cfw.tufts.edu>

For information in Spanish, visit: <http://www.nncc.org/Child.Dev/sp.child.dev.page.html>

## **Children's Books in Large Print**

Parents, grandparents, volunteers and children who are visually impaired may still be able to read aloud to children with special copies of popular books whose print has been made larger. Ask for your local librarian's help in locating them on WISCAT, the searchable database of titles in the whole state that can be borrowed through the inter-library loan system. CCIC's books are listed in this automated catalogue as well.



A frequent concern of child care providers and parents is how to tell when a child is in need of assessment by a healthcare professional or development specialist. This prescreening chart is designed to help answer that question. This is not a developmental test but rather a way for you to know when to ask the experts to take a second look at a child.

Under each age is a short list of age typical traits to serve as guides to expected behaviors. Children develop at different rates, so many will not be able to do everything on the list for their age section until the end of the age listed. Watch and listen to the child while playing on several occasions. Remember, you are looking for what the child is usually like when feeling well. This tool was originally created by the Washington State Department of Social and Health Services, 1998.

**DIRECTIONS:**

- Photocopy circles on cardstock. Enlarge if desired.
- Cut out circles.
- Cut out section between the dotted lines.
- Place smaller circle on top of larger circle.
- Attach together with a pronged paper binder secured at center of circles.

**HEARING:**

Does the child...

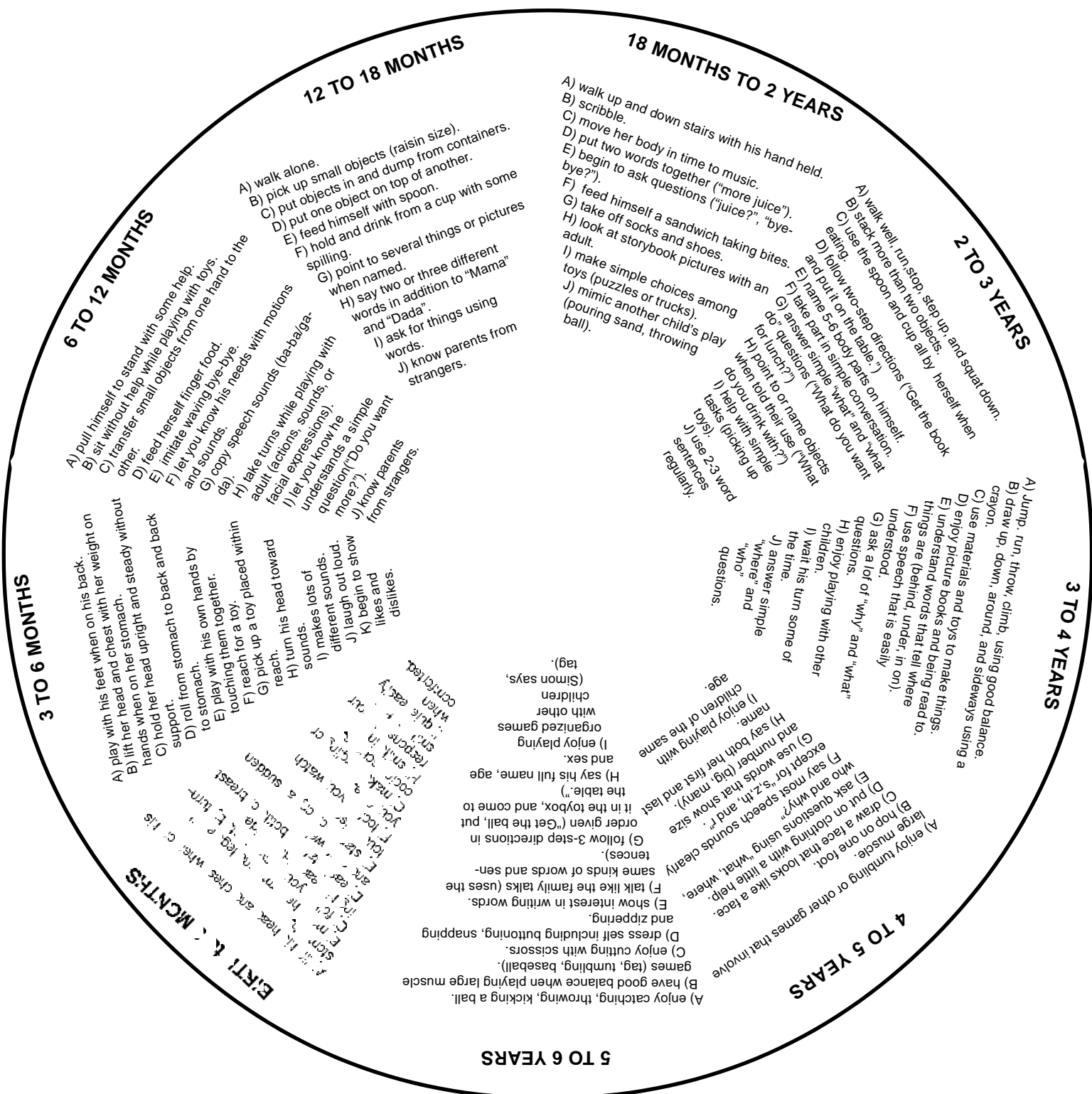
- show awareness of home noises (telephone, door knock, television).
- use a voice that is not too loud or too soft.
- play with toys that make noise (rattles, bells).
- imitate sounds (after age 1 year).
- use some word endings ("s" or "ing").
- follow verbal directions.
- maintain a moderate volume on the television or radio.
- listen to stories, recordings or television without difficulty.
- speak so most people can understand (if older than 2½ years).
- come to you from another room (after age 2 years).

**VISION:**

Does the child...

- make eye contact (look at your eyes).
- follow a moving object with her eyes.
- walk or crawl without frequently bumping into objects.
- look at people and things without covering one eye.
- hold objects at normal distance (after age 6 months).
- walk or crawl smoothly across shadows or areas that look different (carpet or tile).
- look at people and things without eyes crossing or squinting (after 9 months).
- have eyes that are clear, not red or watery.

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